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ABSTRACT

This document is intended to reflect the commitment of the Mississippi State Board for Community and Junior Colleges to effectively coordinate its community college system. A brief history of the board, along with a description of its powers and duties, are given. Information about the state's community and junior colleges is provided in the following areas: (1) enrollment; (2) programs; (3) proprietary schools; (4) fiscal data; (5) adult basic education; (6) general education development; (7) workforce education; and (8) technology. Highlights of the report include: (1) a system-wide increase in total enrollment from 72,071 to 117,399 between 1993 and 1997, with an increase in credit enrollment from 49,641 to 53,422 over the same period; (2) for fiscal year 1998, 50 new program applications were submitted of which 18 were approved; (3) the commission which oversees the proprietary schools met six times during the year, renewing 13 certificates of registration; (4) for fiscal year 1998, 53% of revenues were provided by the state, 19% by tuition, 12% by in-direct, 11% by local taxes, and 5% from the federal government; (5) basic skills training was offered within 43 programs at 15 community and junior colleges, 22 public schools, and 6 other community institutions; and (6) 96,375 individuals received workforce training, compared to 59,721 in 1995. (JJL)

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Mississippi State Board for Community and Junior Colleges

1997-98 Annual Report

JC990538

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Mississippi State Board for Community and Junior Colleges

The Honorable Kirk Fordice,
Governor of Mississippi

Dear Governor Fordice:

The following narration is submitted by the State Board for Community and Junior Colleges describing the significant activities of the agency for Fiscal Year 1998.

The data contained in this report reflect the commitment of this agency to effectively coordinate Mississippi's system of public community and junior colleges as prescribed by law.

Sincerely,

Olon E. Ray, Ed.D.
Executive Director
State Board for Community and Junior Colleges
Fiscal Year 1998

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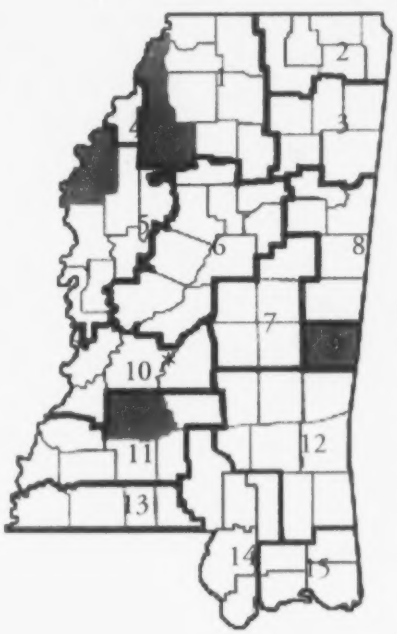
Mission

It is our mission...that the State Board for Community and Junior Colleges will be recognized as the most successful agency of its kind in responding to the changing needs of the community and the citizens of Mississippi; that it will be viewed as a problem solver where professionalism and ethics are always practiced and where the struggle for excellence is on-going.

Serving Mississippi's Community Colleges...
Above and Beyond



1 – Northwest Mississippi Community College
(Shares Talahatchie, Quitman and Tunica counties with Coahoma Community College)
2 – Northeast Mississippi Community College
3 – Itawamba Community College
4 – Coahoma Community College
(shares Talahatchie, Quitman and Tunica counties with Northwest Mississippi Community College and Bolivar County with Mississippi Delta Community College)
5 – Mississippi Delta Community College
(Shares Bolivar County with Coahoma Community College)
6 – Holmes Community College
7 – East Central Community College
8 – East Mississippi Community College
(Shares Lauderdale County with Meridian Community College)
9 – Meridian Community College
(Shares Lauderdale County with East Mississippi Community College)
10 – Hinds Community College
(Shares Coapiah County with Copiah-Lincoln Community College)
11 – Copiah-Lincoln Community College
(Shares Coapiah County with Hinds Community College)
12 – Jones County Junior College
13 – Southwest Community College
14 – Pearl River Community College
15 – Mississippi Gulf Coast Community College
and
* – the State Board for Community and Junior Colleges

SBCJC Staff Members

Dr. Olon Ray
Executive Director

Debbie Borgman, CPA
Supervisor of Accounting

Dr. Thomas R. Bradberry
Director, Affiliated Activities

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Charlette Brown
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Research & Planning Director

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Executive Secretary

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Associate Executive Director, Finance & Administration

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Adrien Landry
Statewide Webmaster

Joseph A. Larry
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Sandra L. Lucas
Purchasing & Records Technician

Patrick McKinnis
Video Teleconferencing Manager

Venetria Moore
Administrative Assistant/ Network Assistant

Ruth Helen Nelms
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Program Specialist, Workforce Education

Daniel S. Seal
Trainer/Monitor

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Associate Executive Director, Programs

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Administrative Assistant

Dr. Evelyn E. Webb
Associate Executive Director, Accountability & Support Services

Jimmie White
Administrative Assistant

TAKING MISSISSIPPI...ABOVE AND BEYOND

STATE BOARD FOR COMMUNITY AND JUNIOR COLLEGES MEMBERS

First Congressional District

PATRICIA PUCKETT

SARA FOX

Second Congressional District

YVONNE BROWN

GEORGE WALKER

The genesis for the SBCJC can be traced back to the 1920's. Senate Bill 131, Laws of 1928, approved April 26, 1928, which authorized the establishment of junior colleges, also created a state commission for oversight of these institutions, the Commission on Junior Colleges. The Commission was comprised of the State Superintendent of Education as chairman, the chancellor of the University of Mississippi, and the presidents of Mississippi State University, Mississippi University for Women, and three junior colleges. Three lay members, appointed by the Governor, were added in 1950. The Commission continued in this form until 1986.

The Commission, a division of the State Board of Education, held its first meeting on May 10, 1928, two calendar weeks after its legislative creation. The first action of the Commission was to identify its authority, establish standards by which existing junior colleges must meet to qualify for state aid and develop criteria required of agricultural high schools seeking junior college status. This action of the Commission constituted the birth of Mississippi State System of Public Junior Colleges, thereby giving Mississippi the distinction of having the first state system of comprehensive two-year colleges in the nation.

Legislative action throughout the years more clearly defined the authority and control of the Commission. The Commission set broad standards for junior college operations and approved new attendance centers and vocational and technical programs to be operated by the two-year institutions. The Commission had no staff but was served by personnel within the State Department of Education. State supervision was vested in the supervisor of agricultural high schools and junior colleges from 1928 to 1968. In 1968, a separate operational division for junior colleges was created in the State Department of Education, which provided state services and oversight until 1986.

In 1986, the State Board for Community and Junior Colleges was established as an independent agency. The staff from the State Department of Education was transferred to the new Board Office. The Board consists of ten members, none of which shall be an elected official or engaged in the educational profession. The Governor appoints all ten members, two from each of Mississippi's five congressional districts and no more than one residing in any junior college district. Initial terms of appointment were from two to five years and subsequent terms are for six years.

The Board is a coordinating agency which establishes standards and guidelines for the operation of the 15 local districts in order to qualify for state appropriations. The Board fosters cooperation and communication with local institutions through the presidents and other representatives of local colleges. The Board expresses its authority in the areas which are expressed or implied as outlined in Sections 37-4-1 and 37-4-3, Mississippi Code 1982, Revised 1990.

The powers and duties of the State Board for Community and Junior

Third Congressional District

HENRY B. HUDSPETH

HAZEL TERRY

Fourth Congressional District

JOHN JUNKIN II

JOANNA HEITZ

Colleges shall be:

a) To authorize disbursements of state appropriated funds to community and junior colleges through orders in the minutes of the board.

b) To make studies of the needs of the state as they relate to the mission of the community and junior colleges.

c) To approve new, changes to and deletions of vocational and technical programs to the various colleges.

d) To require community and junior colleges to supply such information as the board may request and compile, publish and make available such reports based thereon as the board may deem appropriate.

e) To approve proposed new attendance centers (campus locations) as the local boards of trustees should determine to be in the best interest of the district. (However, no new community/ junior branch campus shall be approved without an authorizing act of the Legislature.) (Amended by H.B. 832, 1988)

f) To serve as the state approving agency for federal funds for proposed contracts to borrow money for the purpose of acquiring land, erecting, repairing, etc., dormitories, dwellings or apartments for students and/ or faculty, such loans to be paid from revenue produced by such facilities as requested by local boards of trustees.

g) To approve applications from community and junior colleges for state funds for vocational-technical education facilities.

h) To approve any university branch campus' lower undergraduate level courses for credit.

i) To appoint members to the Post-Secondary Educational Assistance Board.

j) To appoint members to the Authority for Educational Television.

k) To contract with other boards, commissions, governmental entities, foundations, corporations or individuals for programs, services, grants and awards when such are needed for the operation and development of the state community and junior college system.

l) To fix standards for community and junior colleges to qualify for appropriations, and qualifications for community and junior college teachers.

m) To have sign-off approval on the State Plan for Vocational Education which is developed in cooperation with appropriate units from the State Department of Education.

n) To approve or disapprove of any proposed inclusion within municipal corporate limits of state-owned buildings and grounds of any community college or junior college and to approve or disapprove of land use development, zoning requirements, building codes and delivery of governmental services applicable to state-owned buildings and grounds of any community college or junior college. Any agreement by a local board of trustees of a community college or junior college to annexation of state-owned property or other conditions described in this paragraph shall be void unless approved by the board and the board of supervisors of the county in which the state-owned property is located.

Fifth Congressional District

WILLIAM SEAL

BILLY HEWES JR.

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ENROLLMENT

In order for a student to be classified as a full-time student in a Mississippi public community/ junior college, the student must be enrolled in a minimum of 12 semester credit hours of instruction. Students who are enrolled in 11 semester credit hours or fewer are considered to be part-time students. Full-time equivalence is calculated on the basis that 24 semester hours of instruction equals to one full-time equivalent student.

For the Fall semester of 1997, enrollment in Mississippi's public community and junior college system was 117,399, a record enrollment. Over the last four years (CHART 1), our system has experienced a 62.9% enrollment increase with an average yearly increase of 15.7%.

CHART 2 shows that academic transfer (university parallel) enrollment continues to be an essential part of our total enrollment. Specifically, academic transfer enrollment accounts for 31.4% of the total headcount enrollment and 68.9% of total credit enrollment. In addition, CHART 3 shows that Mississippi residents made up 96.9% of the total credit enrollment.

CHART 1 – ENROLLMENT TRENDS

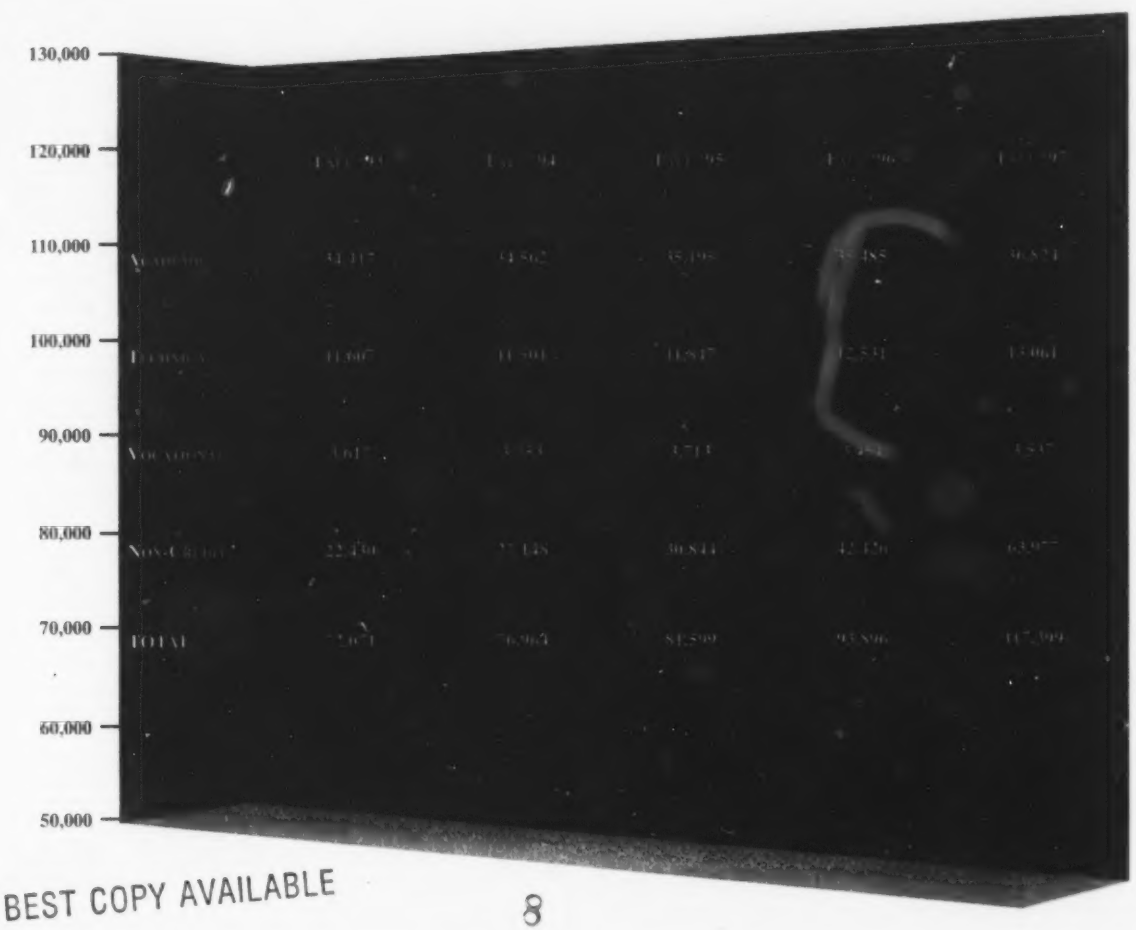

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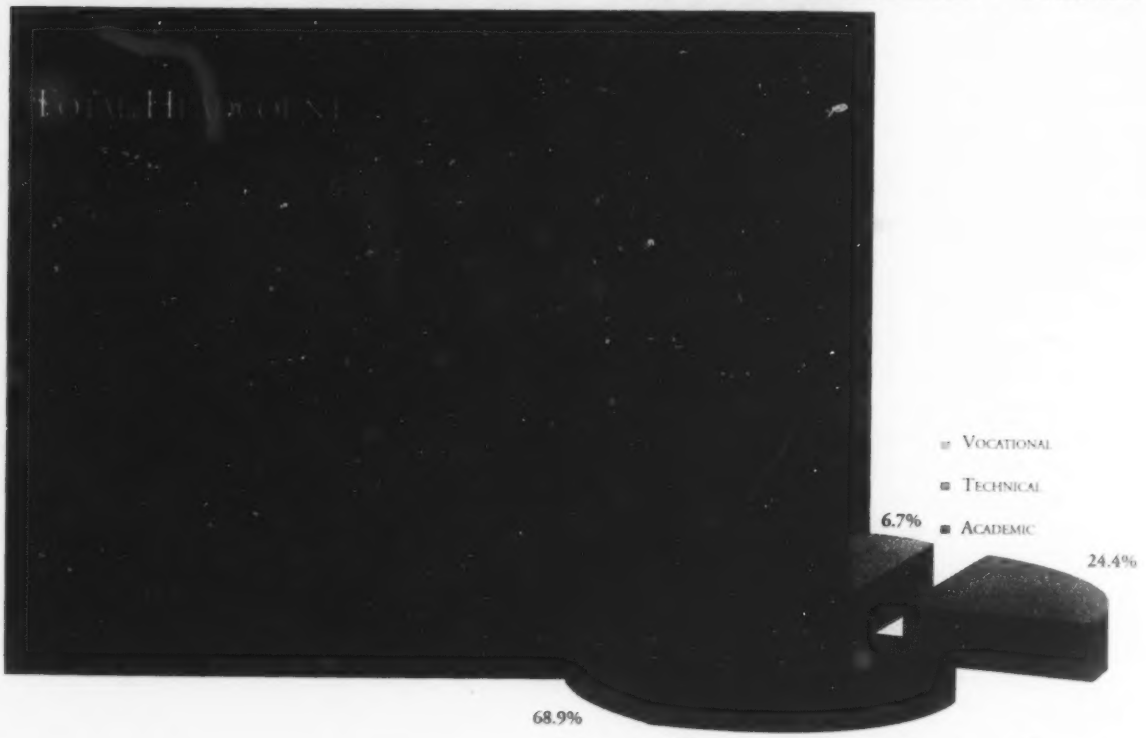
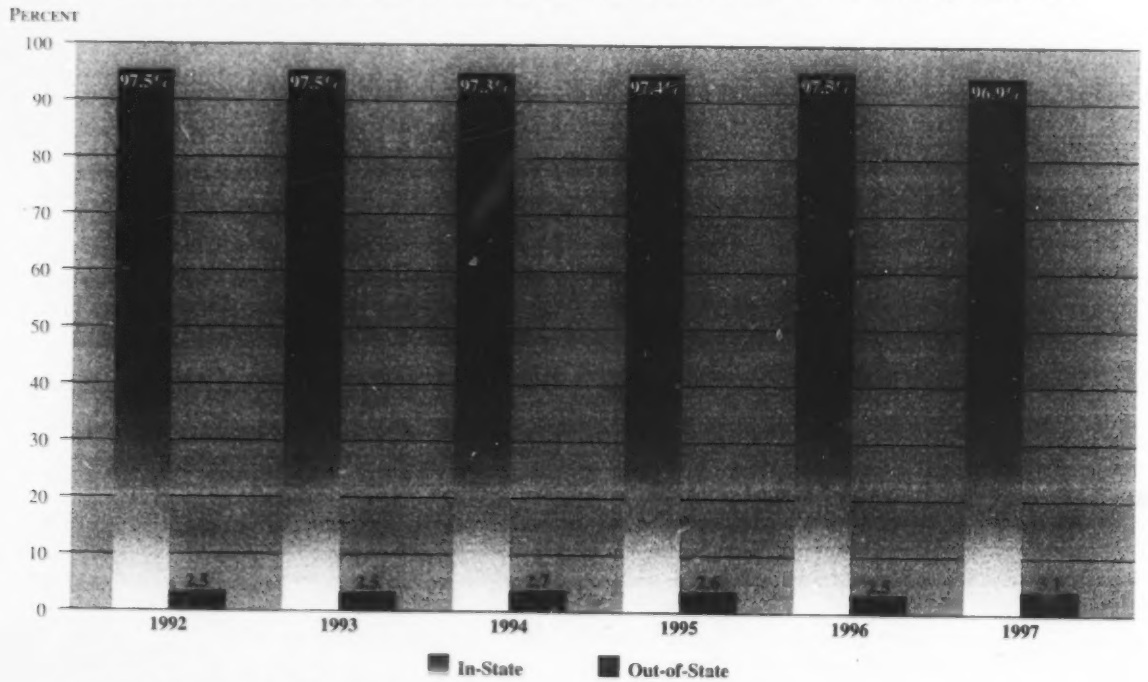
Chart 2– Enrollment Trends



Credit Headcount Only

Chart 3 – In-State vs. Out-of-State Credit Enrollment



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Programs

Mississippi's public community and junior colleges offer the following programs: academic (university parallel), technical, vocational, adult basic education, adult continuing education, general education development, job training partnership and industry related training.

The only programs which require approval of the Board are the four hundred plus technical and vocational full-time programs. Each institution must initiate a request for program approval to the Board four weeks prior to its being considered by the Board for action. Comments are solicited from the State Department of Education, Bureau of Vocational-Technical Education, and from any state agency that may provide funding or supervision for the operation of the program. Also, the colleges should have a position statement from any professional association or state board if licensing or certification of the program's graduates is required.

The Board exercises its oversight and leadership responsibilities through program review and termination and through the acceptance/denial of new programs. For FY 1998, **a)** 50 new program applications were submitted of which 18 were approved, **b)** four programs were terminated, **c)** four programs were placed on probationary status, **d)** three lower level courses were approved for universities, and **e)** three programs were removed from probationary status.

The associate of arts degree and associate of science degree are awarded to students who complete a minimum of 60 semester credit hours of academic courses. The associate of applied science degrees are awarded to students who have completed the required semester credit hours in a technical program. Included in each technical program is 15 semester credits hours of general education coursework. In addition to the associate degrees, the community and junior colleges are authorized to issue diplomas and certificates in vocational or specific curricula of the college.

At the end of this fiscal year, all of the Mississippi public community and junior colleges are accredited by the Southern Association of Colleges and Schools, Commission on Colleges.

Proprietary Schools

Under the authority of Senate Bill 2636, which passed during the 1992 legislative session, the administration for Proprietary Schools and College Registration was transferred from the Mississippi Department of Education to the State Board. The State Board's responsibilities included the appointment of a five-member commission pursuant to the aforementioned senate bill; acquiring staff for the administration; and serving as the appellant organization for decisions rendered by the commission.

The administrative staff is responsible for assisting the commission with carrying out its duties and responsibilities as set forth in the Mississippi Proprietary School and College Registration Law (75- 60-1). The commission has been assigned statutory authority to establish and implement the registration process for obtaining and maintaining a proprietary school certificate of registration (license) and an agent's permit for the State of Mississippi. This administration has both administrative and supervisory responsibilities including, but not limited to the following: **1)** the dissemination and interpretation of the law; **2)** the development of applications, regulations, and policies to govern commission activities; **3)** receipt and review of applications for action recommendations to the commission; **4)** the planning and coordination of commission meetings; **5)** management of complaints; and **6)** assisting the commission with implementing the cancellation, suspension, or revocation of a license or permit, and 7) the administration of civil penalties and/or administrative sanctions.

During FY 1998 the commission met six times; the current regulations and certificate of registration application were reviewed and revised; 13 certificates of registration were issued/renewed; 42 agent permits were issued/renewed; one program of study application was approved. The number of written complaints received decreased from four to zero. While 100% of those complaints were resolved, four site visits were conducted.

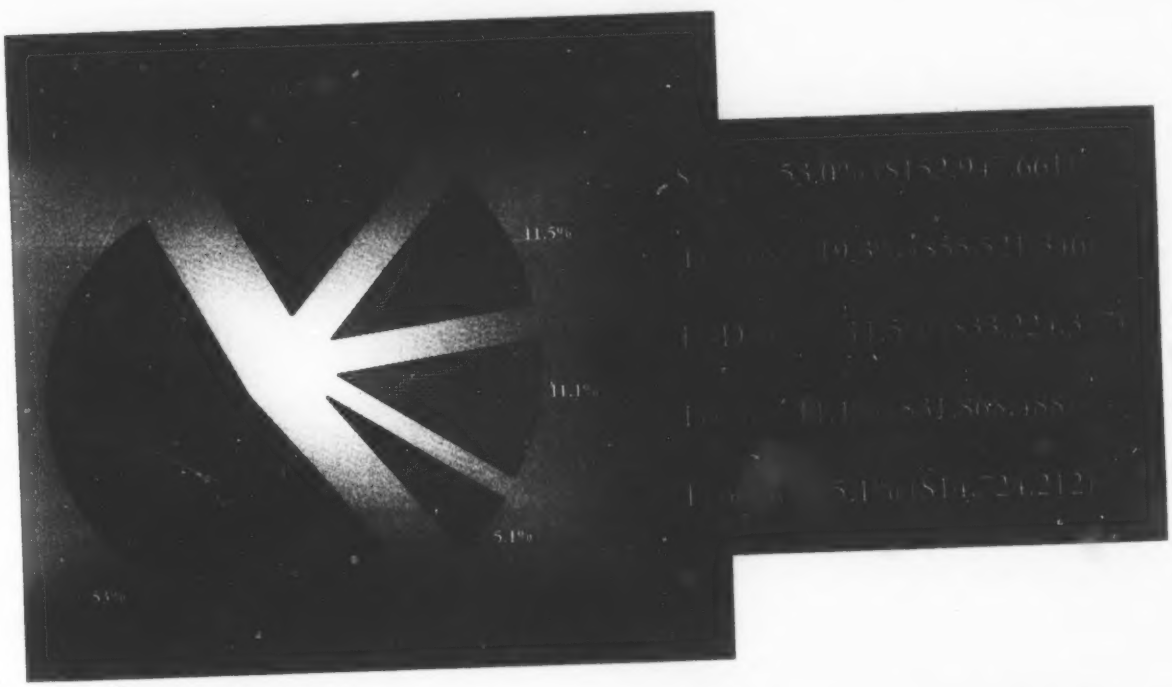
FISCAL

The operating budgets of Mississippi's public community and junior colleges are funded primarily by State appropriations, local property taxes, and student tuition and fees. State appropriations are made to the Board for general support and to the State Board of Education for support of vocational and technical education in the public schools and community/junior colleges.

Revenue by source is provided in Chart 4. For FY 1998, the community and junior colleges received $36,783,211 as a part of the State's Education Enhancement Fund. State appropriations are made annually to the Board for allocations to the 15 public community and junior college districts in accordance with formulas contained in the appropriation bill. The formula distributes most of the funds based on full-time (not full-time-equivalency) students, counting Mississippi residents only. Lesser amounts are provided for the FTE of part-time academic students. A special funding supplement is given for support of associate degree nursing programs.

Tuition, required fees and other related fees/charges are established by the local boards of trustees of each community and junior college. The average tuition and required fees for a full-time student per semester during FY 1998 was $480 (minimum $396, maximum $535).

CHART 4 – REVENUE BY SOURCE FOR FY98



NOTE: STATE INCLUDES GENERAL AND EDUCATION ENHANCEMENT FUNDS.

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Adult Basic Education

The State Board has the responsibility for administering the Adult Basic Education Program for the state. The program is designed to 1) enable adults to acquire the basic educational skills necessary for functional literacy; 2) provide adults with sufficient basic education to enable them to benefit from job training and retraining programs and to obtain and retain productive employment so that they might more fully enjoy the benefits and responsibilities of citizenship; and 3) enable adults who so desire to continue their education to at least the level of completion of secondary school.

During FY 1998, basic skills training was offered within 43 programs located at 15 community and junior colleges, 22 public schools, two community-based organizations, one housing authority, one university, and two correctional institutions. These programs offered an array of instruction such as English as a Second Language, GED preparation, lower level literacy tutoring and training, parenting skills, life coping skills, workplace literacy, and basic skills training. The 43 programs served 29,985 adults for a total of 1,393,522 cumulative student instructional hours.

Chart 5 – ABE Participation Levels

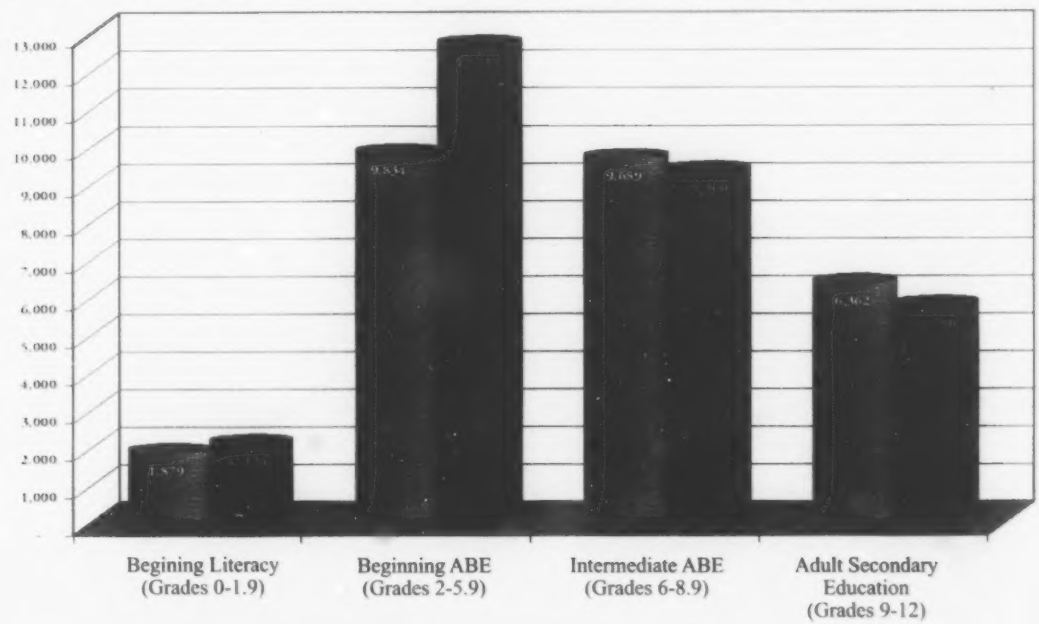

Chart 6 – ABE Participant Achievements

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General Education Development (GED)

General Educational Development (GED) testing was also transferred from the State Board of Education to the Board during 1992. The GED testing program provides the opportunity for adults who dropped out of high school to demonstrate that they have acquired knowledge and skills equivalent to high school graduates.

High school equivalency diplomas are issued by the State Board for Community and Junior Colleges to adults who achieve satisfactory scores on the GED test. These GED diplomas are accepted by employers, training programs, educational institutions, and the military as meeting their requirements for employment or admission.

For FY 1998, 17,002 GED test booklets were scored, 6,009 GED diplomas were issued and 8,732 GED transcripts were issued. In the Fall 1997 enrollment reporting period, there were 3,497 students enrolled in our community/junior colleges who held a GED diploma.

The GED test, administered under the direction of the American Council on Education and the State Board for Community and Junior Colleges, is used in all states and the provinces in Canada as the basis for issuing high school equivalency credentials. Validity, integrity, and security of the GED test are joint responsibilities of the American Council on Education and participating states and educational institutions.

Chart 7 – ABE Cost Effectiveness

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Workforce Education

"Human history becomes more and more a race between education and catastrophe," – H.G. Wells

Never have these words been more profound than in today's global economy. Even the most experienced tradesman must be trained to keep up with the avalanche of technology effecting every corner of business. Lifelong learning is no longer a catchy cliche. It has become the bible if a business expects to continue to prosper. Chart 8 shows how the number of Mississippians receiving training is in a steady growth pattern. More than 96,000 citizens bene- fitted from the Workforce Education Act and the training it provides.

Those businesses who are not taking advantage of the opportunities that the Mississippi Legislature has provided through the Workforce Education Act of 1994 and the training delivered by one of the finest community and junior college systems in the nation are missing the opportunity of a lifetime. These companies are either paying the entire cost of training themselves, or avoiding it. These companies will either struggle in the future to catch up or simply go away.

This act has proven to be a financial bonus to both the business partners and the State of Mississippi. The return on investment of the funds used in the support of the training partnerships has exceeded the state funds allocated. Simply put, the program is returning more funds to the tax roles than the state is expending. This is being accomplished by putting more people to work, training people to get pay raises and better paying jobs, and assisting in increasing productivity and profitability in businesses. All of these contribute to generating increased tax dollars returned to the state. Chart 9 gives an indication of the number of people who, after receiving training provided through Workforce Education, were removed from the welfare roll and the number of jobs created because of the training offered in this state.

This obviously cannot go on forever, but we must remember that for Mississippi's businesses to remain globally competitive, we must bow to the lifelong learning philosophy, or lose the rampant economic growth pattern Mississippi is following today.

Chart 8 – Number of Trainees Served

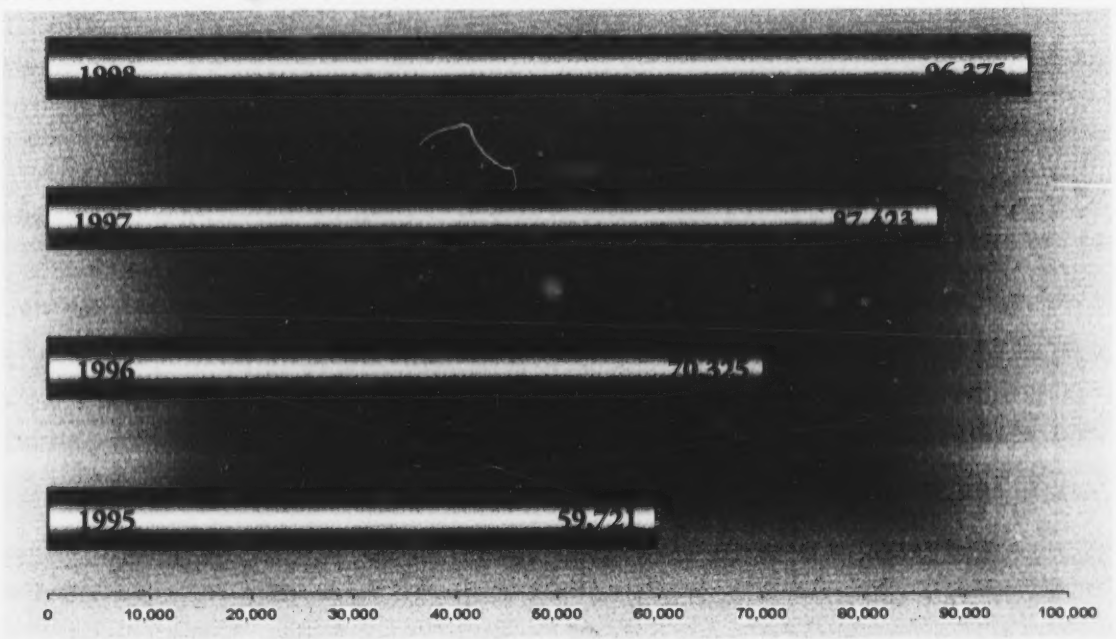

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Chart 9 – Workforce Education making a difference

In year four since the 1994 Act, Workforce Training continues to grow. Workforce education and training in Mississippi has developed into a dynamic partnership between industry and education. Working under a system known as Skill/Tech, numerous accomplishments can be readily and clearly identified.

The most significant accomplishment has been the transformation of a concept expressed in law into a nationally recognized operating system for delivering workforce education and training statewide. This has been achieved primarily through cooperation among the state and district workforce development councils, the community and junior college Career Centers, and the SBCJC.

Under the auspices of the program, the following successes have been achieved to date:

- Established a Resource Library housing hundreds of training materials of interest to business and industry.
- Doubled the rate of small business participation in workforce training programs.
- Implemented a community college and University of Southern Mississippi Industrial Trainer Degree Program.

Prior to passing the Workforce and Education Act of 1994, training programs were provided by many different state agencies with different funding sources (both state and federal) subject to different regulations and restrictions on use. Duplication of services presented other problems, one being an inefficient use of training dollars and resources. The 1994 Act provided the State an opportunity to begin restructuring workforce education in a manner that could eliminate problems such as these before block grant legislation transpires. Training becomes more responsive to individual needs and employer needs, while maximizing use of limited resources.

The major accomplishment of this endeavor is that a system is now in place and working with a significant degree of success. The challenge now is to continue to identify strengths and capitalize on them to eliminate weaknesses by developing a program for continuous improvement, and to reaffirm the commitment to the task at hand, which is to develop a workforce that responds to the needs of employers and prepares individuals to join the workforce.

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Technology

The community and junior colleges and the SBCJC continue to work closely with the Department of Information Technology Services (ITS) in the implementation and enhancement of local, district, and statewide voice, video and data networks. All colleges are connected to the *statewide* video and data backbones and are in the final stages of developing local and district networks. Electronic connectivity has greatly enhanced our ability to deliver instructional programming and to conduct staff development and administrative business among the various college campuses, the state and the world beyond.

Data Connectivity

The SBCJC continues to explore with the colleges better methods of utilizing the data network and Internet. Examples of how the network has been used during the last fiscal year are provided below:

❖ All 15 colleges are connected to the statewide data backbone through the SBCJC and utilize more than 6,500 networked, personal comput-ers (PCs) to conduct business and provide services.

❖ The SBCJC upgraded capacity on its system to accommodate increased usage. The agency also installed software and reconfigured the system to enhance security.

❖ Students have access to over 70% of the PCs that are networked to the SBCJC and statewide backbone and have Internet access and E-mail capability.

❖ College personnel currently utilize the Internet and E-mail capabilities to enhance and provide instructional offerings.

❖ College and SBCJC personnel are utilizing the network for transferring graduation data, transferring files with Legislative Budget Office personnel, tracking legislation, scheduling meetings, etc.

Video Connectivity

The SBCJC continues to be responsible for the administration and management of a state-of-the-art, interactive video network. The state's public, two-year college system, known as the Community College Network (CCN), currently utilizes 26 compressed video classrooms throughout the state. The CCN has the capability of conferencing with more than 100 other sites within the state by connecting to the public school and university video classrooms.

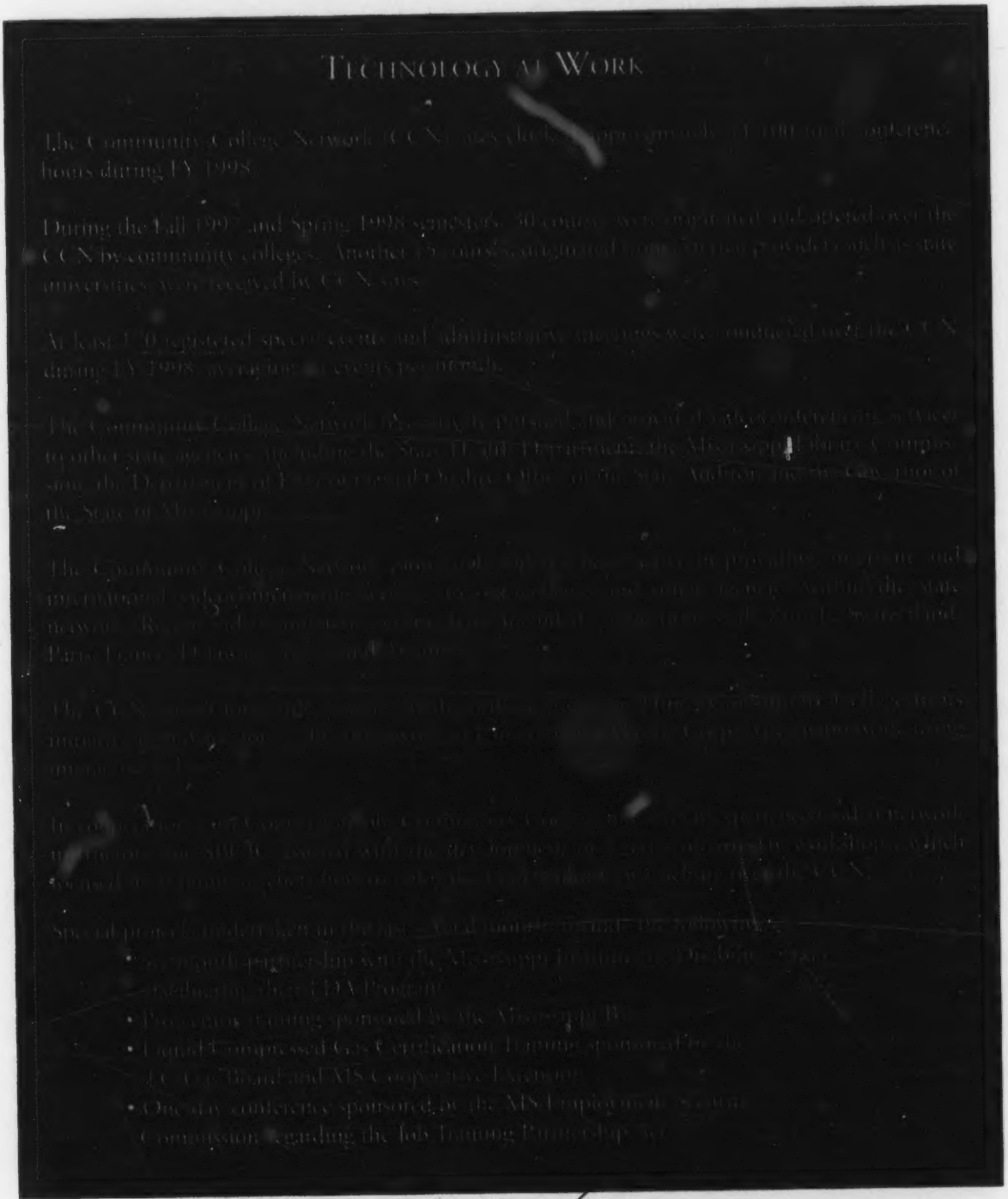
Initially, implementation of the CCN was based upon a demonstrated need to educate a greater number of the state's health care professionals with limited financial resources. Fulfillment of this need is deemed crucial in meeting the rural health care needs in Mississippi. In July 1994, the CCN was developed, linking 15 Mississippi community and junior colleges with each other, the Mississippi Cooperative Extension Service and the University of Mississippi Medical Center. The CCN began operation with three primary goals:

❖ To make specialized instruction available on all campuses. Because it is not practical for each site to have instructors in every specialty, the CCN allows sites to share these resources.

❖ To make advanced degree courses available on all campuses. Because many community and junior college students are not able to attend a state university for a variety of reasons, the CCN permits the University Medical Center and Mississippi State University (and recently other universities) to offer advanced degree coursework to Rural Health Corps students at community and junior college locations.

❖ To permit the introduction of new telemedicine technologies. The CCN has the ability to deliver to participating sites voice, video and data. Interactive, digitized technology and infrastructure is currently available and is being used for a wide variety of educational purposes.

"Technology will pervade every aspect of our everyday life...failure to conform will leave us out of the running," – Bernie Ebbers, CEO and President, MCI/World Com, headquartered in Jackson, Miss.



Technology at Work

The Community Colleges Network (CCN) uses distance learning technologies to provide instruction hours during FY 1998.

During the Fall 1997 and Spring 1998 semesters, 30 courses were originated and delivered over the CCN by community colleges. Another 15 courses originated from outside providers such as state universities were received by CCN sites.

At least 120 registered special events and administrative meetings were conducted over the CCN during FY 1998, averaging 2 events per month.

The Community Colleges Network Bureau is pursuing collaborative relationships with several other state agencies, including the State IT 2000 Department, the Mississippi Library Commission, the Department of Finance and Administration, the Office of the State Auditor, the Secretary of State's Office and the State Legislature.

The Community Colleges Network participates in providing instruction and management support for [illegible] within the state prison system. Recently, [illegible] were added to the CCN network. Plans [illegible] Parole Board [illegible].

The CCN [illegible] Mississippi Department of Corrections [illegible] Mississippi Department of Corrections [illegible].

In addition, [illegible] Special projects undertaken in FY 1998 [illegible] include:

- [illegible] Mississippi Department of Corrections [illegible] Training Program
- Pre-service training sponsored by the Mississippi Board [illegible]
- Liquid Compressed Gas Certification Training sponsored by the LP Gas Board and MS Cooperative Extension
- One-day conference sponsored by the MS Employment Security Commission regarding the Job Training Partnership Act

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Community College Facts

Since 1987, enrollment in just the academic courses at two-year institutions has increased by 45 percent.

Of all the students enrolled for credit in the state's community and junior colleges, one third are over the age of 24.

Total enrollment at Mississippi's community and junior colleges for the Fall 1997 was 117,399 - a growth of 25.0 percent over last year.

Along with Florida and Illinois, Mississippi has had eight community college students named to the Phi Theta Kappa honor society's All-USA Academic Team. This is the fifth highest number in the nation. Only 20 students throughout the U.S. are selected for this honor each year.

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